ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/28/65	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001733	N.A.	N.A.	

4. AUTHOR(S): Freedman, Philip I.

5. TITLE OF DOCUMENT ABSTRACTED: Racial Attitudes as a Factor in Teacher Education for the Deprived Child

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Hunter College, City
ORG. University of New York
ST. New York, New York
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Hunter College, City University of New York, New York, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	11

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [ ] NO [X]

COPYRIGHT RELEASE FILED YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: speech

16. INDEXING TERMS (6-12)

racial attitudes	student teachers	middle-class college students	
teacher education	urban schools	socio-economic status	
deprived children	Negro college instructors	personal interest factors	
	white college students	teacher recruitment	

17. ABSTRACT (MAX. 250 WORDS)

Three separate studies were made relating to the area of racial attitudes and perception. Several assumptions underlie the study: (1) the Caucasian population of the United States harbors a substantial amount of racial prejudice toward Negroes; (2) urban teaching staffs which are drawn chiefly from Caucasian, middle-class communities share the negative racial attitudes of their society; (3) negative attitudes impede the participation of middle-class white teachers in programs for the deprived child, usually either Negro or Puerto Rican.

The first study consisted of a comparison of two groups of student teachers. One group was made up of students who had volunteered to participate in a program in "tough" schools. The second group contained those who had rejected the project and chosen to work in a middle class, white school. Questionnaires answered by both groups revealed that the volunteers had greater need to meet challenges successfully, and that they displayed greater sympathy for the disadvantaged than did the non-volunteers.

The next two studies sought to evaluate varying conditions of contact with Negroes as a means of reducing racial fears and antagonisms and establishing a more receptive group for teaching deprived Negro children. The first of these experiments was designed to determine whether middle class, white students of education were more amenable to persuasion by a Negro college instructor than by a Caucasian instructor that they should prepare for service in "tough" schools. The other study compared the relative powers of personal interest and socio-economic status variables as inducements for middle-class, white students to select Negro associates in work situations. Personal interest factors proved much stronger than race or socio-economic status.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED001733 000509

RACIAL ATTITUDES AND A RACIAL IN CRISIS:
IMPLICATION FOR THE CURRICULUM CRISIS

Philip L. Freedman
Queens College of the
City University of New York

This paper is based upon three separate studies relating to the area of racial attitudes and prejudices.

Several assumptions underlie the paper. The first is that the Caucasian population of the United States harbors a substantial amount of racial prejudice directed against Negroes. It is possible to cite numerous studies to support this contention, but such proof seems superfluous in the light of empirical observation, anecdotal records, and common sense. The second assumption is that the teaching staffs of our urban areas, drawn, chiefly, from the Caucasian, middle class reservoir, share, in some measure, the negative racial attitudes of the communities from which they spring. and the third assumption is that these negative attitudes impede the participation of middle-class, Caucasian teachers in programs for the deprived child, who is usually either Negro or Puerto-Rican. It is submitted that the last two propositions follow logically from the first.

The substance of the foregoing is not a blanket condemnation of the white population in general nor of Caucasian teachers in general; it is, rather, a recognition of the phenomenon which most observers of the educational scene have noted: that there is a tendency of Caucasian teachers to avoid service in the schools housing deprived children. Indeed, so pronounced is this phenomenon in New York City that, at one time, the Board of Education sought to raise promotion in the educational hierarchy contingent, in part, on service in "tough" schools. To extend this line of thought further, it seems reasonable to assume that discrimination among those teachers who are assigned to special service schools, varying degrees of fear and resentment hamper their functioning. Some evidence of this last point is available from the first of the three studies to be examined.

CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES

The purpose of the studies to be described was to analyze, in some depth, the motivations of females to work in special service schools, and to evaluate some research procedures.

The first study consisted of a comparison of two groups of student-teachers at Hunter College of the City University of New York. The first group was made up of students who had volunteered to participate in the "120" project, a program which places student-teachers in "tough" schools, under conditions of intensive preparation and extraordinary aid. The second group was composed of students who had rejected the project and had chosen, instead, to work in more normal schools, ones, presumably, populated by middle-class (motivated) clientele. It was hypothesized that the volunteers would evince less authoritarianism, rigidity, and fears than would their reluctant comrades, and more confidence in their ability to handle themselves in difficult situations. To examine these hypotheses, the following tests were administered to both groups: 1) the Christie 20 item version of the F-scale, 2) the Gough-Sanford Rigidity scale, 3) a randomly selected thirty item scale drawn from the final form E version of the Rokeach Dogmatism Scale, 4) a self-rating scale pertaining to personal history and selected trait characteristics, 5) a projective scale designed to gauge the perception of student-teachers with respect to the difficulties of teaching in special service schools, 6) a scale designed to measure the relative importance of factors which induce student-teachers to volunteer for special problem school assignments. N for the volunteer group was 10, for the non-volunteers, 24.

Comparison of mean scores between the groups in the case of the standardized questionnaires and comparison of the trends in the case of the

non-standardized instruments clearly supported the hypothesis itself. Thus volunteers scored significantly higher ($p < .05$, one-tailed test) than did volunteers on the K-scale, the Dogmatism Scale, and the Rigidity Scale. In regard to personal history and trait characteristics, the pattern of volunteer responses indicated a background characterized by striving for autonomy, for the early acceptance of challenges and by a relative freedom from the symptomatic signs of withdrawal and inadequacy. By contrast, the non-volunteers reported greater childhood unease, particularly in the character of their interpersonal relationships. That these early difficulties of the non-volunteers might not be a mere artifact entirely was suggested by the tendency of non-volunteers to characterize their contemporary relationships as lacking in spontaneity and possessing a high degree of constraint. The inventory item "I am interested in people in general" was one of the most discriminating of these.

Among the other findings relative to this questionnaire were that the volunteers had greater need to meet challenges successfully, and that they displayed greater sympathy for the disadvantaged than did the non-volunteers. In regard to the perception of the special service school, the differences between the two groups again emerged. The non-volunteers saw the special service school as fraught with danger: they confronted a school that was ominous and threatening, and which involved some anticipation of rejection, resentment, antagonism, and disrespect. On the other hand, volunteers were considerably more benign in their views of the special service school, and were less disposed to attribute sharply negative behavior to the people of such schools. An example of this perceptual disparity was found in the different estimates of the two groups when they were asked to indicate what

personal or psychological service school would respond to disciplinary situations with insults and threats by teachers. The non-volunteers presented a mean estimate of .500 while the comparable estimate for the volunteers was .65.

The final instrument used to evaluate the two groups - the preferential rating of administrative procedures for special service schools - once more revealed the gulf which separated the two camps. Volunteers tended to subordinate those proposals related to the easing of teaching conditions to the proposal that teachers be given a greater choice in the making of educational policy. The non-volunteers, however, indicated that their greatest needs were there of reducing the magnitude of classroom problems by such measures as reductions of class size and greater assistance.

The evidence reviewed seems to support the idea that self-selection is the best means of fitting the volunteer-teacher to the demands of a particular school situation. Moreover, it may be presumed that teaching in a special service school calls for flexibility, for freedom from prejudicial and authoritarian attitudes, for sympathetic perception of the disadvantaged, and for readiness to act in self-reliant and confident ways. The selective process appears to urge just such evidence as is consistently higher in these characterizations of volunteers.

Whatever its value, however, self-selection's utility is limited by the number of volunteers it can produce, and there is no evidence that these volunteers have been forthcoming in numbers sufficient to meet the pressing needs of the problem schools. Consequently, it appears that efforts must be made to attract larger numbers of people to special service schools. In this connection, it would be well to note the fears disclosed by the non-

volunteers of the study, and to concern [illegible] represent a core of realistic self-doubt [illegible] objective portrayal of the special [illegible] course, little reason to believe that those non-volunteers who [illegible] the extremes of authoritarianism, rigidity and dependency could be [illegible] by any program short of one of extraordinary proportions. But it [illegible] likely that the non-volunteers who came close to the volunteer norm scores could become amenable to special school service if they were to be provided with an effective interpersonal technique, involving a repertoire of responses to categories of disciplinary and disruptive situations. If less than other professionals, the aspiring teacher must believe that the acquirement includes accurate expectations for meeting unavoidable demands and emergencies.

The next two studies sought to evaluate varying conditions of contact with Negroes as a means of reducing racial fears and antagonisms, and establishing a more receptive set for teaching deprived Negro children.

The first study sought to apply the equal status contact aspect of interethnic perception theory to the issue of amelioration of race relations. Specifically, the experiment was designed to determine whether middle class, Caucasian college students would be more amenable to persuasion by a Negro college instructor than to persuasion by a Caucasian college instructor. The underlying hypothesis averred that the Negro instructor, representing a race-class combination not usually encountered by the students, would be more effective than his Caucasian colleague.

The subjects were two sections of Hunter College students in the introductory course of the education sequence. All information regarding their background and method of placement firmly supported the belief that they were

[illegible] was the same

[illegible] appeal to volunteer for a

[illegible] would prepare them for service in a "rough"

[illegible] professors employed white degrees and Puerto Ricans. The first

[illegible] appeal made by the Negro professor; the second portion

[illegible] the Caucasian instructor. In both appeals, the professors

[illegible] themselves as middle-class persons by utilizing the phrase, "we

middle-class people . . ." at the beginning of any two sentence unit could

PHRASE

[illegible] support such an openly snobbish. At the end of the appeal,

which lasted about twenty minutes, students were asked to respond, by means

of a five-point scale, to three questions relating to their evaluation of

the idea and their willingness to participate in the special program. The

scores made by the two positions constituted the experimental criteria.

To control for extraneous factors, particularly personality, the two

professors' speeches, while individual in content, stemmed from identical

outlines composed by the author. The role of individual personality was ex-

amined by asking the audience, after responding to the criteria questions,

to rate the communicator on nine dimensions relating to personality and

communication.

For all three experimental criteria, the auditors of the Negro pro-

fessor made scores significantly higher than those of the auditors of the

Caucasian professor. Comparison of the personality-communication ratings

revealed that the Caucasian professor had received higher ratings than

the Negro confrere on seven of the nine traits assessed, three of these

differences being statistically significant. One of the two differences

in favor of the Negro professor was statistically significant.

Inasmuch as the Caucasian professor received a higher ranking than the Negro professor in the direct evaluation of personality and communication, whereas the Negro professor had more success than the Caucasian colleague in eliciting willingness to participate in the experimental program, it seems reasonable to infer that the behavior of Negro as a middle socioeconomic class or a competing race as a factor in personality. The implications for education in the broadest sense are among the most pervasive in that exposure of Caucasian students to Negro middle class figures could have highly salutary effects.

The purpose of the second study was to compare the relative powers of the variables of personal interests and socioeconomic status as agents of inducement for middle class, Caucasian college students to select Negroes as partners in a limited, non-contact work situation. Two hundred nineteen students from two colleges in a suburban area of a Northeastern metropolis participated in the experiment, which was executed in two phases. During the first phase, an associate of the experimenter, acting in the role previously administered what he identified to the subjects as the Philtum-Rigert Attitude Inventory Survey, but which was, in fact, a modified version of the California F-scale, including several - longer questionnaires, two short parts of which were concerned with attitudes alone culled from a number of personality evaluation questionnaires. On the basis of performance on the F-scale, subjects were divided into three groups; those who had compiled scores in the highest third of the range of scores, those who had compiled scores in the middle range, and those scoring in the lowest third of the range. Thereafter, the subjects were referred to as high, middle, and low

F-scale scores. The "Whitman-Rogers" also served to prepare the personal interests variable, as the score of each subject was noted for the purpose of eventually informing her that one of her two possible choices had made a score very similar to hers and the other had compiled a score quite different from hers.

After the administration of the "Whitman-Rogers," the investigator, along with five assistants, appeared before the subjects and represented himself as an experimenter in the field of extra-sensory perception, who had approached them because he had accidentally learned of their experiences with the "Whitman-Rogers" Attitude Toward Test, an ostensibly vital ingredient in preparation for extra-sensory perception exercises. He oriented the subjects to the area of extra-sensory perception and told them that he was [illegible] in the experiment in which they were to take part, namely, the choice of a working partner, which was to be the first step in the attempt to communicate extra-sensorially. Each subject was instructed privately by an assistant who proffered a suggestion regarding the criteria the subject might employ in reaching a decision but reassured her that the choice was hers, and then presented her information about her two possible choices, Miss A and Miss B. Concerning the nature of the suggestion, half the subjects were informed that ESP worked best when one chose as a partner someone very similar to oneself, the other half heard that ESP worked best when one chose a person quite different from oneself. Miss A and Miss B were described in terms relating to the scores they had allegedly made on the "Whitman-Rogers" and to their socioeconomic status; they were either similar to or different from the subject in each dimension, depending upon the cell to which the subject had been assigned by the research design. The two

targets occupied the dichotomous halves of each variable; i. e., if one were different from the subject sexually, the other would be similar to the subject, or vice versa, with the same situation holding true for the personal interests variable. One target presented to the subject was a Negro and the other a Caucasian, a condition of which the subject was made aware by an action which, by design, was made to appear as an afterthought: a casual flipping of the folders containing the information and the pictures of the two girls, accompanied by the seemingly offhand comment by the assistant to the effect that the subject might wish to have a glimpse of the girls of whom she had just heard.

As controls, the same two pictures were used to show to all one hundred nineteen subjects. The language used to describe a variable, and the component elements thereof, were likewise uniform for all subjects.

Given three dichotomous variables, and three categories for the subjects, a three-times-two-times-two-times-two design emerged, necessitating a total of 24 cells to accommodate every possible combination of variable direction and subject category. The design was so balanced as to permit each variable to operate equally to the benefit of the Negro and Caucasian targets, and thus establish confidence that any imbalance in ultimate choices made was due to the superior functioning of one or the other variables.

After the subjects made their selections, they filled out brief questionnaires which sought to ascertain the reasons for their choices, and were then led back to a central marshalling point where the investigator led them through an ESP experiment. Ultimately, the subjects were apprised of the true nature of the experiment and given the reasons for the deception.

The evidence relating to the contamination controls offered powerful

all results had been accounted for by the experimental variables. The third finding, derived from the chi-square analyses of the data from the total population and from the various pertinent subsections, revealed that the personal interests variable had been more effective than the socioeconomic status variable in eliciting choices of Negroes as partners and was strongest in the ranks of the low F-scale scorers; that the personal interests variable was more effective than the socioeconomic status variable in drawing choices of partners, regardless of race and that race itself was not a factor, for the population as a whole, in mating selections. A more refined data analysis, derived from other cell combinations and further subdivisions of cells, disclosed that the superiority of the personal interests variable over the socioeconomic status variable regarding the selection of Negroes was significant only for the low level of F-scale scorers; that the personal interest variable's superiority regarding the elicitation of choices, regardless of race, was insignificant when each level of F group was viewed independently; and that race was a factor in the psychodynamics of choice of the high and the low F-scale groups, acting as a deterrent towards selecting Negroes among the high F-scale scorers and having precisely the opposite effect for the low F-scale scoring group.

It is not suggested here that the three studies cited, which were little larger than pilot projects, have conclusively demonstrated the "correct" paths towards diminution of unhealthy racial attitudes and consequent recruitment of foster homes for deprived children. It is suggested, however, that they do call for 1) greater efforts to discover those methods which would be most effective in reducing the realistic fears of young

teachers, and that such effort requires the elimination of blame and recrimination, 2) large scale projects involving the close association of Negro professional personnel with Caucasian, middle-class youngsters, and/or evaluation of extant situations where such a condition exists, evaluation in terms of semantic gain.

A final note: it is also suggested that the assumption that negative racial attitudes impair teaching be subjected to systematic evaluation of the impact on deprived children of teachers of varying personality dimensions.